

2018-2019

EPP Bachelor Performance Report

Shaw University



Public Schools of North Carolina

State Board of Education
Department of Public Instruction

Overview of the Institution

Shaw University exists to advance knowledge, facilitate student learning and achievement, to enhance the spiritual and ethical values of its students, and to transform a diverse community of learners into future global leaders. The mission is achieved through the University's teaching, professional and public service, scholarship, research and creative endeavors.

Shaw University was founded in 1865 by the American Baptist Hope Mission Society of the Baptist Church to provide theological education to freedmen after the Civil War. It is a private, coeducational, liberal arts institution of higher learning with the main campus located in Raleigh,

North Carolina, and eight satellite campuses dispersed throughout the state. Shaw is committed to providing educational opportunities to all segments of society without regard to race, creed, or ethnic origin. However, as the oldest historically African-American university in the south, it has maintained a special interest in the education of minorities from diverse backgrounds, with academic potential for success. Consistent with its motto, *Pro Christo et Humanitate* (For Christ and Humanity—that religion and learning, may go hand in hand, and character grow with knowledge), Shaw University seeks to empower students with a sense of moral purpose based on Christian principles that provide guidance for intellectual and personal growth. Shaw University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the associate, bachelors, and master's degrees.

Special Characteristics

Shaw University is an urban institution that is in the heart of downtown Raleigh, North Carolina. The city of Raleigh, the capital of North Carolina, is in one of the fastest growing metropolitan areas of the United States. A major effort toward serving the needs of the non-traditional student is the University's Centers for Alternative Programs in Education (CAPE). CAPE offers select courses to students who live in urban and rural localities throughout North Carolina that lead to the bachelor's degree. This undertaking is consistent with the University's long history of continuous efforts to provide educational opportunities for diverse students in general and the underrepresented and low-income. The Shaw University Department of Education offers teacher preparation curricula that are accredited by the Council for the Accreditation of Educator Preparation (CAEP), the North Carolina Department of Public Instruction (NCDPI), and the Southern Association of Colleges and Schools (SACS). Admitted students include the traditional undergraduate Education majors as well as certification-only and lateral entry students. In spring 2014, programs underwent a review by NCATE and all standards were met with no areas for improvement.

Program Areas and Levels Offered

The Shaw University Department of Education offers the bachelor's degree in the following program areas: Birth through Kindergarten Education (B-K) and Elementary Education (K-6).

Pathways Offered (Place an 'X' under each of the options listed below that your EPP Provides)

Traditional	Lateral Entry	Residency
X	X	

Brief description of unit/institutional efforts to promote SBE priorities.

For the 2018-19 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

Diversity is cross cutting theme that is integrated throughout all programs. Initially EPP prepares candidates to effectively teach students with disabilities initially through a course EDU 260 Introduction to Students with special needs. In this course, candidates are assigned to a child's case must create an IEP based on the demographics and student achievement data. In addition, course EBK 393 Engaging Diverse Children, Families & Children prepares candidates to interact with diverse families and children. To add rigor, an internal lesson plan was formatted to measure effective instruction for diverse learners.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

Diversity is cross cutting theme that is integrated throughout all programs and an internal lesson plan was designed to measure effective instruction for diverse learners. In addition, the EPP offers clinical practice, practicums and field work to candidates in PreK-6 settings, for practical application of teaching student of limited English proficiency.

The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of university design for learning.

In conjunction with the University's general education requirement, the EPP creates EDU 101: Basic Instructional Technology. Course EDU 101 is an introductory course designed to fulfill general education requirement and meet the needs of teacher candidates. This course will help students gain basic knowledge and skills in technology for their efficiency, functionality, and productivity as educators and in real life. This course is also structured to enable students to gain the basic technology competencies required of ECD, B-K and K-12 educators in North Carolina schools. Knowledge gained in this course can be used universally, since technology is universal in this age of global economy.

During the 2016-2017 academic year, EPP underwent curriculum and coursework revisions. EDU 101 was revised in Academic year 2017 – 2018, continues to meet the general education requirements. Approved changes to the course was submitted to General Education after the exploration, discovery and final implementation date of Fall 2017. However, due to new technology standards prescribed by North Carolina Department of Public Instruction and State General Assembly, EDU 101 will follow the standard set forth by [Session Law 2013-11, House Bill 23 and IHE/SBE Responsibilities by HB 23](#).

An act directing the State Board of Education to develop and implement digital teaching and learning standards (Digital Learning Competencies – DLC) for teachers.

Technology is embedded into coursework to include data/assessment, content & instruction, professional learning, and leadership. At the start, candidates are required to take EDU 101 Basic Technology for Educators, in which candidates are introduced to the North Carolina Digital Competencies, ISTE standards, Microsoft applications, Google applications, and Moodle (Learning Management System).

The activities offered by the program that are designed to prepare educators to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

Candidates are prepared to apply formative and summative assessments using technology based assessments. They are prepared during an Assessment course as well reinforced in each of the methods courses. Candidates learn about MAP testing, benchmark testing, EOG's, BOG's, M Class, and many other forms of assessment using technology. Candidates have several opportunities to practice their assessment skills in field placements leading up to student teaching. Candidates are required to demonstrate their readiness through successful passing of the PPAT exam during their student teaching practicum.

Candidates are prepared to use technology effectively to collect, manage and analyze data to improve teaching and learning during course EDU 321: Assessment and Measurement of the 21st Century Classroom. At the completion of EDU 321 Assessment and Measurement course, candidates will be able to:

- to align instruction with the North Carolina Standard Course of Study, North Carolina Foundation for Early Learning and Development and Birth – Kindergarten Specialty Standards
- administer a variety of methods to assess what each student has learned
- analyze and evaluate a various types of assessment data
- communicate effectively through descriptive feedback
- integrate technology to support assessment practices.

Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

Candidates are prepared to integrate arts education during each of the methods courses to include Reading, Math, Science and Social Studies. Candidates demonstrate mastery in the Integration of Arts in Elementary Ed course. This course more thoroughly integrates the foundations of the arts (dance, music, art and theatre) with practical lesson plans for K-6 students. Candidates with a Birth-Kindergarten major take a course entitled Aesthetic Experiences for Young Children.

Explain how your program(s) and unit conduct self-study.

This year we worked to continue to revise our undergraduate Educator Preparation Programs (EPP) to meet the requirements for program re-approval by the state. We cross-walked the state requirements with the InTASC standards, the North Carolina Professional Teaching Standards and the tasks for the Praxis Performance Assessment for Teachers Assessment (PPAT). In addition, we identified and analyzed key evidences to monitor our programs. The four year program revision process provided an opportunity for Shaw education programs to use findings from data gathered by our assessments to update our curriculum and enhance the learning experience of our Education majors with a lean toward pedagogy and assessment.

Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.

We are partnered with Low Performing Schools in the Wake County School District: Barwell Road Elementary, Bugg Elementary, Walnut Creek Elementary, and Wilburn Elementary and two Charter Schools: Torchlight Academy and Hope Academy. Each student is placed in at least one of these schools during their field placements beginning the second semester of their sophomore year and continuing through student teaching.

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year?

Effective fall 2017 student teaching has been expanded to cover 2 semesters. Student Teaching Part II is 12 weeks of 16 hours each. Student Teaching Part III is 40 hours a week for 12 weeks. Student Teaching Part II is scheduled to be taken the spring semester of a junior year and candidates will remain in the school setting until the end of the school year. Student Teaching Part III will be scheduled in the fall semester and seniors will be placed in the school setting the first day of the school year.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wake County Public School System/ Shaw University Center for Early Education, Development and Research
Start and End Dates	July 2018-June 2020
Priorities Identified in Collaboration with LEAs/Schools	Support for low-performing/at risk students with special needs/students who are under-represented
Number of Participants	58 young children and their families
Activities and/or Programs Implemented to Address the Priorities	In partnership with the office of WCPSS Preschool program the Center offers 1) a pre-school program for children from two to five years old; (2) diagnostic testing and therapeutic treatment, especially for speech and language disorders, as well as consultation and parent education for families of atypically developing children; (3) professional development workshops and learning experiences for Shaw University undergraduates and graduate students, as well as other professionals who work with young children and their families; and (4) after school and summer programs, and parent education programs for residents of southeast Raleigh and Wake County. A WCPSS multi-disciplinary team is also located at the program site allowing children and families who live in the surrounding community to have access to much needed screening, diagnosis and supportive services.
Summary of the Outcome of the Activities and/or Programs	43 children transitioned from preschool ready to enter appropriate kindergarten programs. 4 children were advanced from the 3 yr. old program to preschool. And 6 children advanced to the 3 yr. old classroom. Area preschool children received diagnostic screening and were referred for resources. Parents learned about child development issues, proper nutrition, literacy in the home etc. and how to support their child's learning needs through monthly workshops.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson County Schools, Peak Charter School Board, American Renaissance School Board, Wake Tech Community College Advisory Board
Start and End Dates	July 2018 - June 2020
Priorities Identified in Collaboration with LEAs/Schools	Service to Public Schools
Number of Participants	Population of individual LEA's and Schools
Activities and/or Programs Implemented to Address the Priorities	Faculty members served on the following school Boards: Anson County-Board Vice-Chairperson, Peak Charter School -I Board -Vice-President, American Renaissance School Board - Member and Wake Tech Community College Advisory Board - Member Education Board
Summary of the Outcome of the Activities and/or Programs	N/A

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	WCPSS/ Torchlight Academy Charter School+B5:B43
Start and End Dates	July 2018-June 2020
Priorities Identified in Collaboration with LEAs/Schools	Services to the Public Schools
Number of Participants	20 students
Activities and/or Programs Implemented to Address the Priorities	Faculty members provided consultations with the Principal throughout the year. Faculty member also provided mentoring for the EOG 4th grade Math.
Summary of the Outcome of the Activities and/or Programs	Students preformed in upper percentile
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	WCPSS/ Enloe HS, Washington ES - Walnut Terrace, Fuller ES, Carnage MS
Start and End Dates	August 2017 - June 2018
Priorities Identified in Collaboration with LEAs/Schools	Support for low-performing/at risk students with special needs/students who are underrepresented
Number of Participants	Approximately 145
Activities and/or Programs Implemented to Address the Priorities	CONCERT - One faculty member serves on the Executive Board and two other
Summary of the Outcome of the Activities and/or Programs	The program provides academic support for at risk students from SouthEast Raleigh community in the area of literacy and STEM. Student data on EOG's not available.

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	
Female	2
Race/Ethnicity	Number
Hispanic / Latino	
Asian	
African-American	2
American Indian / Alaskan Native	
Native Hawaiian / Pacific Islander	
White	
Multi-Racial	
Student does not wish to provide	

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	6
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	6
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

Part-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	

	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Residency	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Residency	
	PC	LC	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license						
LC Completed program and applied for license						
Prekindergarten						
Elementary		2				
MG						
Secondary						
Special Subjects						
EC						
VocEd						
Special Services						
Total	0	2	0	0	0	0

D. Undergraduate program completers in NC Schools within one year of program completion.

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Shaw	2	*	*
Bachelor	State	3,186	85	67

E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2018-2019.

LEA	Number of Teachers
Wake County Schools	71
Durham Public Schools	30
Cumberland County Schools	21

Charlotte-Mecklenburg Schools	20
Nash-Rocky Mount Schools	17
Guilford County Schools	12
Hertford County Schools	11
Bertie County Schools	8
Pitt County Schools	8
Halifax County Schools	7

F. Quality of students admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	1,284.00
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN CORE-Combined	*
MEAN CORE-Reading	N/A
MEAN CORE-Writing	N/A
MEAN CORE-Math	N/A
MEAN GPA	3.21
Comment or Explanation:	
* Less than five scores reported	

G. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2015-2016 Graduate Cohort Licensure Pass Rate after Three Years							
	Total Completers	2015-16 Completers Employed 2016-17	16-17 Takers	16-17 Percent Passing	17-18 Takers	17-18 Percent Passing	18-19 Takers	18-19 Percent Passing
Elementary (grades K-6)	1							
Institution Summary	1							
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed. **Calculation is made off graduates from the 15-16 school year that became employed in a North Carolina public or charter school for the 16-17 school year.								

H. Time from admission into professional teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree		1	1			

U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Residency						
	1 semester	2 semesters	3 semesters	4 semesters	5 semesters	6 semesters
Residency						
Comment or Explanation:						

I. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
7	1	0

J. Field Supervisors to Students Ratio (include both internships and residencies)

1:2

K. Teacher Effectiveness

Institution: Shaw University							
Teacher Effectiveness							
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student growth ratings include “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” Additional information about the NCEES and EVAAS is available at https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model.</p> <p>*Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year.</p> <p>*Blank cells represent no data available</p> <p>*Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.</p>							
Standard One: Teachers Demonstrate Leadership							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing

Inst. Level:	N/A	N/A	N/A	N/A	N/A	N/A	N/A
State Level:	0.1%	3.6%	70.7%	24.6%	1.1%	8,496	808
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			N/A	N/A	N/A	5	N/A
State Level:	0.1%	3.5%	63.1%	31.9%	1.4%	8,427	877
Standard Three: Teachers Know the Content They Teach							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	60.0%	N/A		5	N/A
State Level:	~0.0%	5.0%	74.5%	19.6%	0.8%	8,427	877
Standard Four: Teachers Facilitate Learning for Their Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	N/A		N/A	5	N/A
State Level:	~0.0%	5.4%	69.9%	24.0%	0.5%	8,496	808
Standard Five: Teachers Reflect on Their Practice							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:			N/A		N/A	5	N/A
State Level:	~0.0%	4.1%	72.9%	21.9%	1.0%	8,427	877
Student Growth: Teachers Contribute to the Academic Success of Students							
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing		
Inst. Level:	N/A	N/A	N/A	N/A	N/A		
State Level:	22.0%	64.7%	13.0%	6,228	3,076		